PRO *survey*

Dear KCVU instuctor: This is already KCVU's second semester but still a new endeavor for Kentucky colleges and universities. We want to make sure we are doing the best job possible and so we are asking you to fill out this short survey to help us improve our efforts at delivering quality online education.

73 people took this survey.

Questions are optional. Therefore, the number of respondents for each question may not equal the number of people taking the survey.

1. My rank is:

	Answer	Number of Respondents	Percentage of Respondents
1.	Full professor	20	27
2.	Associate professor	23	32
3.	Assistant professor	17	23
4.	Instructor	11	15
5.	Adjunct	2	3
	Total:	73	100

2. The name of the institution I teach this course from is:

[wku] [Western KY University] [Lexington Community College] [WKU] [Eastern Kentucky University] [Cumberland College] [WKU] [Henderson Community College] [northern kentucky univeristy] [University of Kentucky] [WKU] [Western Kentucky University] [EKU] [Morehead State University] [Elizabethtown Community College] [WKU] [U of Louisville] [NKU] [Lexington Community College] [University of Kentucky] [University of Louisville School of Dentistry] [NKU] [Eastern Kentucky University] [University of Louisville] [Henderson Community College] [Western Kentucky University] [MoSU] [University of Kentucky] [Western Kentucky University] [Univ of Kentucky] [Ashland Community College] [WKU] [Bowling Green Community College of Western Kentucky University] [University of Louisville] [Elizabethtown CC] [Elizabethtown Technical College] [Prestonsburg Community College] [NKU] [Kentucky State University] [Nothern Kentucky University] [Elizabethtown Community College] [Elizabethtown Community College] [Western Kentucky University] [Owensboro Community College] [WKU] [Morhead State University] [Murray State University] [Western Kentucky University] [Owensboro Community College] [U of Louisville]

	Answer	Number of Respondents	Percentage of Respondents
1.	Chat	25	36
2.	Threaded discussions	60	87
3.	Team area	16	23
4.	Assessment (test or quiz)	51	74
5.	Resource library	19	28
6.	Calendar	37	54
	Total:	69	N/A

6. Chat is:

	Answer	Number of Respondents	Percentage of Respondents
1.	Very easy to use	11	17
2.	Somewhat easy to use	6	9
3.	Somewhat difficult to use	11	17
4.	Very diffcult to use	3	5
5.	Did not use	35	53
	Total:	66	100

7. The Threaded Discussion tool is:

	Answer	Number of Respondents	Percentage of Respondents
1.	Very easy to use	36	51
2.	Somewhat easy to use	17	24
3.	Somewhat difficult to use	6	8
4.	Very difficult to use	2	3
5.	Did not use	10	14
	Total:	71	100

8. The Team Area tool is:

Answer	Number of Respondents	Percentage of Respondents
1. Very easy to use	9	14
2. Somewhat easy to use	7	11
3. Somewhat difficult to use	2	3
4. Very difficult to use	2	3
5. Did not use	46	70
Total:	66	100

9. The Assessment tool (quizzes and tests) is:

Answer	Number of Respondents	Percentage of Respondents
1. Very easy to use	19	28
2. Somewhat easy to use	17	25
3. Somewhat difficult to use	11	16
4. Very difficult to use	5	7
5. Did not use	17	25
Total:	69	100

10. The Library Resource tool is:

Answer	Number of Respondents	Percentage of Respondents
1. Very easy to use	11	16
2. Somewhat easy to use	7	10
3. Somewhat difficult to use	4	6
4. Very difficult to use	1	1
5. Did not use.	45	66
Total:	68	100

11. The Calendar tool is:

	Answer	Number of Respondents	Percentage of Respondents
1.	Very easy to use	17	24
2.	Somewhat easy to use	18	25
3.	Somewhat difficult to use	4	6
4.	Very difficult to use	2	3
5.	Did not use	30	42
	Total:	71	100

12. Rate your level of computer knowledge, prior to this course:

	Answer	Number of Respondents	Percentage of Respondents
1.	More than adequate	37	51
2.	Adequate	25	34
3.	Some training was required	9	12
4.	Significant training was required	1	1
	Other	8	11
	Total:	73	N/A

[Course Info] [TopClass & HTML use] [Specific language of software] [on-line techniques, etc.]
[posting directly to the website.] [a grad student did the work] [HTML] [about CourseInfo]

13. My students successfully met the stated objectives for my course:

	Answer	Number of Respondents	Percentage of Respondents
1.	Strong agree	25	34
2.	Agree	40	55
3.	Disagree	7	10
4.	Strongly disagree	1	1
	Total:	73	100

14. The number of development hours I spent to put my course on line was:

[180] [100??? Actually probably more if everything is counted] [120] [Too Many] [more than 150 hrs. (less than 200 hrs.)] [Four weeks of long days and nights with secretarial help.] [40] [400] [average 10-15 hours per week (for 20 weeks + have summer still to go)] [about 10/course] [1750] [140 in fall 2000, 50+ in Spring 2000 (I keep a timelog)] [50] [80] [50] [over 500] [200] [50] [150] [Done for me.] [90-100] [230 hours] [many hours but with some excellent help from a colleague--Joe Pellegrino] [70 but note that I had already written most of the course materials before I started preparation for this

course.] [20-25] [numerous-I don't have an estimate since I spend probably 10-15 hours a week per course just putting it on the web page.] [too damn many] [200 hours] [hundreds] [200] [It's hard to estimate, but it was about a hundred.] [20 hours] [This is hard to answer . . . I spend/spent probably 40+ hours a week preparing and posting material to the websites and reading and responding to emails from students.] [128+] [5 courses various amounts of time with 6 different people] [All Summer] [15] [110] [total unknown- many hours] [200] [I do not know, but I spent a large number of hours in development of the course.] [estimate: 600 hours at least for the hand coded; about 400 for the CourseInfo one.] [131] [More than I care to calculate] [difficult to estimate -- a lot!] [40] [200] [450 hours per 3-credit hour course] [200] [spread out over the last 4 years] [way too many] [150+ hours] [more than I can count,but a portion of the problem was not being sure exactly how to develop the course.] [120] [15 - 20 hrs/week] [Too many to remember.] [600 estimate] [4 weeks fairly strictly with long days in the writing and organizing, two weeks researching topics, websites, articles, etc. MMaannny hours!] [in excess of 100] [I never taught the course before I put it on line, so I spent a summer and a christmas vacation about 40 hours a week developing the course and working with the grad student who converted it to on-lin] [about 80 to 100] [About 30 hours for the first one, about 10 each for the other two.] [150 hours] [100+] [about the same as when the course was taught in the classroom] [beyond calculation (I wisely decided not to try to keep up w/ this.)] [50?] [done over two semesters.] [35-40] [80] [I have no idea..lots!] [100 hours or more]

15. Using the following categories, assign a percentage of time you spent on: Training (formal), Converting Materials, Creating New Materials, Problem Solving, Self-teaching of New Programs

[Training 20 Converting Materials 20 Creating New Materials 80 Problem Solving 30 Self-teaching New Programs 30] [training=5%; converting materials=20%; new materials=50%; problem solving=10%; self-teaching=15%.] [Training 3%, converting materials 50%, creating new materials 40%, problem solving 4%, self-teaching 3%. (I had to key extant tests in to TopClass's test set-up (conversion) and then create related materials in HTML format to load as pages onto TopClass--not difficult work, just time-consuming.)] [10% training; 20% converting materials; 50% creating new materials; 10% problem solving; and 10% learning new procedures on my own.] [Training: Two days in Louisville. One learning about the program when it was Colleagis. Later a half day on library time. Half day with Louisville staff doing voice overs for the power points. Converting materials and creating: two solid weeks of early morning to late night production of cyber lessons, power points, quizzez, tests, etc. Two weeks of on-line and other research in preparation of the materials. Problem-solving is mostly consulting with students who had varying degrees of expertise. That was time consuming at first. Orienting everyone to the process was time consuming and reassuring students regarding expectations was also time consuming. I already knew how to do several things on the computer. I had a brief run through with Doug Kyser on the chat. He was very helpful. I had not done any chats before this. He has been very supportive of me as an instructor and to my students when they were having tech related difficulties.] [Training 70% Converting Materials 20% Creating New Mat. 10%] [Training 5% Converting Materials 30% Creating Materials 30% Problem Solving 10% Self-Teaching 25%] [Formal training - 5% Converting materials - 40% Creating new materials - 40% Problem solving - 15% Self-teaching - 0%] [training, 10% converting, 30% creating, 40% problem solving, 10% self-teaching, 10%] [Training (formal) 0% Coverting 2% Creating 25% Problem Solving/Proofing 20% Self Training 15%] [Training (formal) 10% Converting Materials 5% Creating New Materials 55% Problem Solving

10% Self-teaching 20%] [Training: 0 Converting Materials: 20 Creating New Materials: 50 Problem-Solving: 20 Self-teaching: 10] [Training 10% Converting 15% Creating New Materials 55% Problem Solving 10% Self teaching of new programs 10%] [Training 40% Creating New Materials 15% Problem Solving 5% Self teaching 40%] [Estimates: Training (formal) 5% Converting materials 10% Creating new materials 50% Problem solving (self) 5% Problem solving (student problems) 15% Communication with students, network admn 15%] [Training - 0 Converting Materials - 10 Creating New Materials - 50 Problem Solving - 5 Self-teaching - 35] [Training (formal), 1% Converting Materials, 9% Creating New Materials, 80% Problem Solving, 5% Self-teaching of New Programs, 5%] [Training, 0% Converting materials, 10% Creating new materials, 65% Problem solving, 5% Self-teaching, 20%] [Training=48 hours Converting materials=5-10 Creating new materials=10 Problem solving=5 Self teaching of new programs=20] [training - 10 hours Converting materials - 40 hours new materials - 60 hours problem solving - 40 hours (many off line) scheduling (course schedule) - 80 hours] [Impossible to calcute. Sory] [Note] [Training--15%, Converting materials-5%, Creating new materials--10%, Problem solving--5%, Self-teaching of new programs--10% for each class] [Training (formal), 8 Converting Materials, many (more than 20) , Creating New Materials many (more than 20) , Problem Solving ?? , Self-teaching of New Programs 8] [Training -20%; Converting Materials - 25%; Creating New Materials - 20%; Problem Solving - 20%; Self-Teaching New Programs - 15%] [Training: 15% Converting Materials: 15% Creating New Materials: 20% Problem Solving: 20% Self-teaching of New Programs: 30%] [Training 10% Converting Materials 50% Creating New Material 20% Problem Solving 10% Self-teaching 10%] [I'm not exactly sure what you are asking . . . Training on CourseInfo: I attended two hour training sessions most weeks during the Fall 1999 Semester. (5%) Converting Materials: 1% Creating New Materials: 10% Problem Solving: 2% Self-teaching of New Programs: ???? !%] [caveat: I find these categories very artificial Training 4; Creating 25; Problem-solving50; self-teaching 26 I do not understand "converting."] [Same as above] [Training 10% Converting Materials 10% Creating New Materials 40% Problem Solving 20% Self-Teaching 20%] [training 10; converting/adapting 50; creating 30; problem solving 10; self-teaching 10] [Creating new materials: this was a new course, so 75% was spent in this role. Self- teaching took 20%, problem solving 5%.] [Training--20; Converting Material--10; Creating New Materials--30; Problem Soving--20; Self-teaching of New Programs--20] [I do not know.] [First course is 1. 2nd (coursinfo) is 2.

- Training 1. 2% 2. 3%
- Converting materials 1. 0%--brand new course 2. 65%
- creating new 1. 60% 2. 2%
- Problem Solving 1. 35% 2. 28% this category is the most important-- the time spent on it doesn't convey its' importance. If I had spent 0 time in problem solving then all else would fall to pieces. If I had to choose between planning and converting materials, I spent the time in planning.
- Self-teaching new programs 1. 3% 2. 3%

] [Training 5% Converting Materials 15% Creating New Materials 70% Problem Solving 5% Self-teaching of New Program 5%] [training -- 5% converting -- 35% creating -- 40% problem solving -- 10% self-teaching -- 10%] [converting materials - 45% creating materials - 25% self-teaching of the programs - 30%] [converting materials 5% creating new materials 60% problem solving 5% self-teaching 5%] [Training 10% Creating New Materials 90%] [training 0 converting materials 50 creating new materials 25 problem solving 25] [Training = 5% Converting Material =25% Creating New material = 70%] [Training: 30 hours Converting Materials: 20 hours Creating New Materials: 20 hours

Problem Solving: 30 hours Self-teaching: 40 hours] [Training (formal) 3 hours total Converting materials 6 hours per week Creating new materials 6 hours per week Problem Solving 2 hours per week Self-teaching New Programs Initially 8 to 10 hours per week for first five weeks then 1 hour per week.] [10 Training 30 Converting 40 Creating 10 Problem 10 Self-teaching] [I'm not filling this out yet again. The page keeps crashing on me.] [Training less than 1% Converting materials 25% Creating New Materials 47% Problem-solving 25% Self-teaching 2%] [Training 5%. Converting Materials 25%. Creating New Material 35%. Problem Solving 10%. Self-teaching (before KCVU)25%.] [not pertinent since the grad student did that] [Training: 10% Converting Materials: 20% Creating New Materials: 50% Problem Solving: 10% Self-teaching New Programs: 10%] [Training 5%, Converting 70%, Problem Solving 15%, Self-teaching 10%] [Creating new Materials 60% Covering Materials 40 %] [training (15%) converting (25%) creating new (50%) problem-solving (10%) self-teaching] [Creating New Materials 100%] [training--10% converting materials--10% creating new materials--50% problem solving--25% self-teaching--5%] [Training: 20; Converting Materials: 25; Creating New Materials: 25; Problem Solving: 15; Self-teaching of New Programs: 15] [Training - 35% Converting Materials - 5% Creating New Materials - 35% Problem Solving - 25% SAelf-Teaching - ?] [training - 10% converting - 25% Creating - 25% problem - 20% Self - 20%] [Using the following categories, assign a percentage of time you spent on: Training (formal), Converting Materials 40% Creating New Materials 20% Problem Solving 20% Self-teaching of New Programs 20%] [You must be joking!] [Training (formal)-10%; Converting materials-20%; Creating new materials-15%, Problem solving-40%; and Self-teaching of New Programs-15%.]

16. Compared to classroom instruction, the level of online interaction with my students is:

	Answer	Number of Respondents	Percentage of Respondents
1.	Far too much	0	0
2.	Too much	7	10
3.	About right	47	66
4.	Too little	13	18
5.	Far too little	4	6
	Total:	71	100

17. Compared to classroom instruction, the quality or richness of the interaction with my students _____ my expectations.

Answer	Number of Respondents	Percentage of Respondents
1. Far exceeded	4	6
2. Exceeded	14	20
3. Met	30	42
4. Nearly met	11	15
5. Did not meet	12	17
Total:	71	100

18. Compared to classroom instruction, the level of my students' comprehension of the course material, using the online format:

Answer	Number of Respondents	Percentage of Respondents
1. Increased significantly	3	4
2. Increased somewhat	14	20
3. Was about the same	35	50
4. Decreased somewhat	15	21
5. Decreased significantly	3	4
Total:	70	100

19. Compared to classroom instruction, the amount of time I spend on teaching and class management for an online course:

Answer	Number of Respondents	Percentage of Respondents
1. Increased significantly	34	49
2. Increased somewhat	25	36
3. Was about the same	4	6
4. Decreased somewhat	7	10
5. Decreased significantly	0	0
Total:	70	100

20. I will teach another online course.

	Answer	Number of Respondents	Percentage of Respondents
1.	Yes	66	93
2.	No	1	1
	Other	4	6
	Total:	71	100

[Perhaps, but only if significant incentives are offered to reduce KCVU bureacracy. I will offer other coures at my institution.] [required] [I enjoy teaching the course, and I think overall qualiy of the course will improve as we attract the better prepared portion of our student population.] [Students dropped out like flies and would like to see what it would be like to have a course go through like it should.]

21. I will recommend to my peers that they teach an online course.

	Answer	Number of Respondents	Percentage of Respondents
1.	Yes	52	74
2.	No	17	24
	Other	38	54
	Total:	70	N/A

[Same as 20] [only if they want to do it right -- not because it's "the thing to do..."] [ease of use, convenience for students] [Takes too much time] [They need to decide for themselves. I'll relate my experience to them.] [If they are interested, I think we should be positive to our colleagues and helpful where possible.] [Depends on their needs, interests] [Will recommend to some of my peers because there is a need that they would be able to fulfill.] [I expect many of them would not like it] [University Priorities] [It is thrilling to teach this way. It invigorates the the instructors and students teaching and learning through this mode.] [I like the new aspect. some students opened up and disscussed more.] [takes time, patience, a certain personality. It isn't for everyone] [I would have to teach them how to do it.] [rewarding teaching experience] [Ultimate necessity in 2000] [Commitment to access] [I remain skeptical about its efficacy] [time consuming] [Its the wave of the future.] [I would only recommend someone teach an online course if they have an interest in learning the technologies and methods involved in teaching effectively online.] [I think that only faculty who have proven themselves as responsible and responsive instructors should be selected. The potential for diaster is great. I don't think faculty should be developing web courses without extensive experience in web-enhancement in traditional courses.] [Again, I think online instruction can be a valid form of instruction.] [Depends on the person. Not everyone should teach on-line.] [meets the needs of place bound students] [but not KCVU] [Too much preparation time] [Must be an individual decision.] [Huge amount of time getting material online, learning new programs if unfamiliar with them and loss of direct contact with students, assignment management.] [Depends on the peer. I get tired of repeating myself on-line all the time instead of saying it once to everyone.] [It wasn't a totally negative exsperience. If the question should arise. I'd say go for it.] [I just think the college "experience" is a good thing.] [Too much woork for courses that are considered "out of load"] [Excellent format for some topics] [Same as #20] [Can reach

another student segment] [Because I believe that in the future this means of instruction will become more important] [Only if they already know quite a bit about computers, the Internet, e-mail, some web page design and layout, and have a good amount of time to prepare for it.]

22. When I develop my next online course, I will do the following differently:

[Provide more interactive materials on line] [Be even more clear about what I expect in the way of participation; move the class ahead a bit faster.] [Create a few more opportunities for interaction between students & instructor and more use of online resources.] [Require them to take online quizzes and to mail in homework on a regular basis. This semester I used the quizzes for self assessment. That did not work.] [1. I would like the calendar in a week's list of things to do and with due dates in a list. I didn't like the little daily squares and some of my students remarked on that. 2. I'd use more consistent verbage about assignments. 3. I'd do more in the initial orientation with a hands-on orientation. 4. I'd be more specific about programs to use in sending attachments and I'd require more use of email attachments for sending in assignments. 5. I'd require everyone to come to campus to test as much as possible (set up a mileage standard) and use proctors again for those at greater distances. 6. I'd identify a portfolio project piece as part of the assignment for those preparing the portfolio.] [Put as much of the online material in place ahead of time as possible. Require students who submit an assignment late to notify me of its availability for scoring. Use more self-quizzes and include more instructive comments. Include a "test" early on that assesses their ability to get around on the course website. Wait until later in the semester to assign a major team project.] [Get FAR more release or reassigned time, and insist on a work study student to help with typing and content entry for the initial course development - this is an UNBELIEVABLE amount of work! Then there is the time "testing" and fine-tuning the system to make sure everything is coherent.] [More online material] [I will use my own tools and local support personnel, who are dramatically more responsive than KCVU. Furthermore, I will insure that my intellectual property is protected against obvious bad faith encroachment. I will also increase the amount of integrative material and seek out sponsorships and grants to support my efforts.] [I have already developed and teach two online classes. In all I taught over 8 online courses. The classes are taught during the same semmester. I am more thoroughly prepare than I have ever been. I am more deliberate in my teaching because the the medium requires me to think ahead and anticipate what students need.] [I had the students enter the forum once a week. This is not enough, so next fall it will be at least twice a week. Also I will try a team project in addition to the individual project. This semester I only tried individual projects.] [I will have more time to develop the course. This semester I had less than 5 weeks warning.] [Will not even try to integrate Eduprise software. Too out of date.] [Utilize more of the resources like threaded discussions, resource libraries] [This time, I used tapes as a amjor teaching vehicle. Next time, I will use a textbook's web site (with problems) and more interactive Internet exercises.] [Be more prepared, use a different chat room, be firmer in getting students to fulfill their commitment to this course.] [Rely less heavily on the Eduprise software. I am alread serving my powerpoints off of a departmental server that is linked to Eduprise.] [Develop a hard copy of materials to accompany textbooks for students, require chatline time for all students, make arrangements for field experiences rather than allow students to find their own, require use of KCVL, use the discussion threads as a means of providing a study guide for the students.] [interact less - expect less - put less into it - lower the quality] [Fewer hreaded discussions - they were too time consuming. I will likely add a weekly chat for more direct interaction.] [Course administration will be different. will develop some different experiences. Some didn't work as well as I expected.] [Avoid Assistance from others so the course works as it should from the outset.] [Use the Chat room and schedule more threaded discussion.] [Build

in more interactive activities] [Right now I currently call assignments 'assignments and projects' but their textbook calls each chapter a project. I need to rename the assignments so it will be less confusing for the students.] [I will offer orientation sessions on campus to insure that students know what the responsibilities are and to prove they have the technical savay. I am also giving my web students the option to move into a traditional classroom section of my course after the first exam if they feel the web course is not appropriate for them. I hope to be as flexible as I can about this matter: admitedly, it will be a big challenge.] [Not sure] [Provide more opportunities for student to instructor and student to student interaction] [I will do web-enhanced first!] [revise my syllabus requirements in light of what the students did well/did poorly. I will also allow for more flexibility with deadlines so that students can submit materials at their own pace.] [Not too much. The amount of work assignments was about right. The next time I teach the course I will be able to augment and add to what is already online. I will be more aware of resources that are appropriate for the course] [I will have more interation in the forum.] [I may use the chat room, and I will make the course criteria more clear.] [I won't use on-line tests for evaluation (will use as study aids). Too many pedagogical problems.] [I would like to be able to front-load the development more than before. Although the other courses went well, I sometimes had to develop my thoghts and organization 'just-in-time' for classes. Maybe that's normal, but it seems to happen more with on-line courses.] [lower the number and depth of assignments] [I will scale down the number of assignments due each week and require students to post more to the threaded discussion.] [NOT try to use Eduprise!] [not use KCVU I've been teaching web sections of my courses for 4 years and this was the most difficult by far. The KCVU server was so slow most of my students would be kicked off their dial up connections before they could get into the page. I envetually had to convert everything over to our local server and cut out the KCVU link entirely. This more than doubled the amount of work for me. Well over half the students who were trying to get into the class were mistakenly told that it my sections were full or that they weren't registered or that they had been removed by KCVU or by our registrars office. A real mess that has cause a number of our own students to fall behind in their schedule. I do not plan on ever working with KCVU again] [Use a chat root ro meet weekly at a pre-assigned time. More personalized interaction.] [I will have a base to start from, I will do more links and less direct input, I will have a better idea of what works.] [Use something other than Eduprise.] [Find a better way to manage the submission of assignments, providing feedback to students on their individual assignments] [Choose a better target audience and course. A developmental course needs more face-to-face encouragement for the non-traditional students.] [I may not bother with KCVU. All hassle, no concrete returns for me or my campus.] [I'd do the calendar last, I'd make it a weekly list without squares of space. I'd like more control over the materials and their posting to the site -- to have a more active part in that. The tech people were fine and very helpful, but I'd like to retain some of the features I'd built into it.] [Have fewer essay questions which will make the course less rigorous and mean students learn less, but the better way I'm doing it now takes up more time than I can afford since I don't get paid squat for doing it.] [Now that I know how much more explanation of assignments, even for graduate students, is needed in the online format, I will think through the instructions more thoroughly and post those thoughts ahead of time.] [I will NOT use KCVU until the software, registration, and server response times improve SIGNIFICANTLY!] [Use the automated assessment tool in Blackboard extensively] [More specific instructions on discussion.] [Include some video for live action, and maybe audio chat] [Set up more detailed instructions about working w/ the digital dropbox.] [Plot the course technology design overall from the beginning. I have had the experience now from beginning to end.] [Depends on the course. Try to ake sure students' e-mail service is reliable.] [Not use all the options in the Course section. Use chat next time (didn't know is was available and all we have to do is ask for it) Explore the use of quizzes, etc. instead of just tests.] [Use bulletin board and threaded

discussion] [*Clear expectations regarding communications (how often, how much, how counted, how fast students/faculty respond, etc) *Make extensive use of quiz function *Avoid chat client *Survey student abilities/skills in use of computer] [Everything! I will break down the course into smaller sections, be more specific about directions, requirements, expectations, etc., have the students come on campus for an orientation before the course begins, also have the students come on campus twice during the semester. In addition, I would have more organized activities and quizzes for them to do, and I would initiate contact with the students more frequently.]

23. In your opinion, which of the following skills are needed to be an effective online instructor?

	Answer	Number of Respondents	Percentage of Respondents
1.	Powerpoint or other presentation software	28	40
2.	Spreadsheet	9	13
3.	Word processing	59	84
4.	Desktop publishing	16	23
5.	Graphics design or visual design concepts	20	29
6.	Graphic software (i.e., PhotoShop, Shockwave, Flash, etc.)	18	26
7.	HTML coding	41	59
8.	Internet usage	59	84
	Other	25	36
	Total:	70	N/A

[Use of HTML editor] [I'd like to find a way to illustrate points rather than require reading about them, e. g. prone positioning, contractures, caryotyping examples, etc. more graphics and pictures.More time to do them.] [Help Desk skills] [Organizational Skills, Email slang, understanding of multiple platforms and student access restrictions] [All of these are helpful, but none of these choices are absolutely necessary. The more the instructor knows, and use these skills the better. But, a faculty membe will be able to function with limited knowledge in some areas.] [keyboard skills] [Claris Home Page, GoLive!, or MS Front Page] [HTML authoring software, e.g., FrontPage] [General course management skills] [a competent colleague who is willing and able to help] [html editor] [Good email management] [Good Planning and Time Management Skills] [An open, flexible, and student-centered approach to teaching & high standards & loads of energy] [e-mail] [Depends on the course.] [Email] [I see a place for more graphics to illustrate various concepts. You'd have to have time to develop that.] [Horrors! Computer nerds can be TERRIBLE teachers. This stuff isn't what treaching is all about for heaven's sake. Shame on you!] [More than 24 hours in the day.] [or program where HTML coding can be copied and used in software] [Effective student communication skills] [knowledge of Eduprise software and all it's capabilities] [file management] [web page design and layout, and sending and receiving e-mail.]

24. Please offer any additional comments or suggestions that will help us improve your online teaching experience.

[Start-up was rough for the students -- I don't have a specific recommendation, but maybe better info for them would be possible.] [The registration difficulties with Lexington Community College (and other institutions participating in KCVU) need to be addressed. KCVU staff must also respond to instructor inquiries within 24-48 hours of the inquiry, whether by phone or e-mail. I have heard complaints on lack of KCVU follow-through on problems from both students and other instructors.] [Most of the students I had this semester were not self motivated. Of the 20 or so who signed up for the class, only five remain. It is unusual for me to have more that a few who drop out of my on campus course. There should be some screening done. Require a minimum GPA, a minimum number of hours taken, take non-traditional students first (students who live on campus should not take an online course).] [I think it would be helpful if we could be taught to put information on the site ourselves, edit it, etc.I'd like to have a little more control of the final presentation or edit of it.] [The grading area should be able to do a spreadsheet, i.e., weight and compute various components of grade.] [I need a framework resembling the test structure that students can use to submit assignments, such that I can score each item individually. (I used the test area, but it was a little awkward that it was referred to as a test, but was actually to be a graded assignment. I'd like to have the eduprise problem-solvers available on weekends, when I do most of my creation of materials for the online courses. (My understanding is that they are currently available then only for emergencies.)] [Make the platform both Explorer and Netscape friendly! I work at home a lot (the ONLY place I seem to get work done) and then I could not get anything to upload through Explorer! Was told it was a glitch in our platform so I had to either load Netscape at home (I dislike Netscape) or do all my course entry at work. What a pain.] [Provide course rolls] [KCVU needs to offer incentive to INSTRUCTORS, not just institutions to participate. Indeed, stipends or development grants are important. Further, content and quality of instruction must be rigorously monitored to insure high quality courses to prevent the online courses from being scarred with the stigma of correspondance study and distance education generally. Self-policing will help, but the lack of quality control is damning.] [Get behind a product that works.] [It is important that the instructor of an online course be fully committed to teaching online. If the instructor is only marginally committed or is unsure of his or her abilties the experience will not be positive for the instructor or students. It takes a special type of college instructor to teach online. Not everyone is cut out to teach this way.] [This course lent itself to discussion so readily. I did not need to do anything fancy or graphics. I am going to expand my repitoire for summer and try another course. It will require more instruction and graphics. For Nsg 299 course the forum was excellent. The students discussed more than in the classroom. Also I over heard the students say they discussed the forum threads in there other classes when they saw each other. Therefor I think the online version was a huge success.] [Students need more support when taking an online course. They expect either a correspondence style (take your time, pick your pace) or try to proceed as though it were face-to-face class. They were given no information regarding registration, computer capacity, software compatability, software requirements, or what to expect in an online course. I could go on, but these seem to top the list. The chat software in CourseInfo was unmanageable, inefficent, and lacked features. As a group, the class and I changed to Yahoo Instant Messenger. This software provided everything we needed - except for one. The ability to download the software in the university computer labs was disabled. Students were forced to use non-university equipment.] [#16- #19 are poorly worded questions and basically irrelevant in my case. Comparing an online course in these categories to classroom instruction is silly.] [Implement the suggestions I have forwarded during the course of the semester.] [Need better support in cleaning up Forum rosters; the LB rosters never were accurate this semester. Must have better control over admission & registration.] [More training opportunities] [1. Chat was unstable for students using AOL. 2. It took too long to move enrollment data (adds and then drops) from campus systems to the Rosters. 3. Seminar on how to approach an on-line course - with time

lines and realistic expectations. 4. Summer institute for on-line faculty run by KCVU as a faculty development tool - using statewide experts.] [PROBLEMS: (1)Students who took my course and most, I am told, are largely on campus students who return home or to a residence hall to have the class. Thus, the class is convenient and comfortable but not at all essential. I don't think we will reach the kinds of students (geographically bound) who were the intended audience. (2) Because of #1 above, students are less inclined to take the course as seriously as the ones where they have to face the instructor on campus 2-3 times a week. (3) The chat room function of the course CAN work to some extent, but the discussions are, perhaps inherently, superficial. Also, students continually had one kind of trouble or another with getting "bumped" from the chat room or being unable to read or respond. Lag time was also a problem for some who had slower computers or connections. POSITIVE: (1) It IS convenient and, at times, effective. (2)Editing procedures in a writing class are excellent with everyone in the class responding to the drafts of everyone else. A real plus.] [The Eduprise tool suite is inefficient and unreliable. I am delivering a course online next year for our department that will primarily serve material from our departmental computer. That way my students can get access to the course materials from day one. In the two semesters I have used Eduprise site, password entry errors etc. alone have cost me 30+ hours of work per semester. The assignment submission forms in the forum are also very unreliable--material submitted often doesn't go through and I am left searching for student assignments etc. The eduprise service may yet become useful, but it still has a lot of bugs and is not a reliable instrument for delivering instruction. My second major beef is that KCVU does not do a good job of interfacing with the participating institutions--or our institution does not do a good job of interfacing with KCVU. I don't know who is at fault, but the performance has been pathetic. There has been little coordination, no information at the institutions on how to register; no advance information on how students are supposed to register for the courses; no clear distinction on lines of authority or whom one can call for clear answers on questions that arise with student registration etc. etc. etc. As an instructor it has left a very bad taste in my mouth: significant enough to write my state senator and state representative about.] [This semester has been a learning experience for me as well as the students. I have been surprised at the interaction and since of belonging to a class that these students seem to have even though we have not met face to face. The students initially required a lot of guidance and reassurance but have progressed to independence especially the non-traditional students.] [Some questions need rewording - 16 and 17 seek to be comparative but use absolute standards for measurement - on 16 i could not say there was "more" of anything - only "too much"? CLASS SIZE needs to be stiffly regulated if high levels of interaction are expected. Perhaps 20 would be the maximum if the course requires high levels of interactivity. I am spending 2-3 hours per day on the DBoard - which is the center of activity in this particular course. That is simply too long. I am considering cheapening the product.] [I suggest that faculty interested in teaching an online course first teach in a regular classroom with their materials online as a supplement, perhaps meeting the students in the classroom only once a month. [I have found this to be a good way to determine just how much my physical presence is necessary for good communication and interaction.] Then, try a totally online course.] [Several students were added well after our semester began and I receive no notification they had been added. In almos every case these students later dropped. I realize this is a learning experience for all of us.] [Distance Learning has much potential, but we are moving way to fast without emphasizing the need for quality. Right now bad PR about the quality of instruction hurts us(listen for the commentsin the line at Krogers0; students' disenchanment with this mode, however, will make us look like opportunistic fools.] [I truly enjoyed teaching online, although I've experienced some problems with students "slacking off" as the semester has progressed. This, however, is also typical of traditional freshman classes.] [The only mechanism that did not work for me was the testing component. I had planned to give proctored tests at sites off campus, but that was not well thought out. I ended up having the students come on campus to take the tests. This worked ok for people who were close but as I

offer these classes for people at greater distances this will be problem. Any ideas on how to handle this? I do not want the tests to be open book. The other issue that is not addressed is course evaluations. If the students do not come on campus how do you get course evaluations?] [I loved the challenge. It reinvigorated my teaching. I feel like I have had a sabbatical leave because I learned so much about teaching and computers.] [We need top of the line computers and more and better support from the technical people. We also need a screening process to determine that students enrolled in a courses have the knowledge and technical skills and equipment to complete the course.] [spend a little more of the profits on providing higher quality connections and server speeds. I understand you are still getting the kinks worked out, but for the amount of money the schools are being charged you could a purchased a lot more computing power and technical expertise than was evident. You can't sneak up the power curve on a project like this, you have to be ready and do it right the first time. Sorry but this was the most irritating experience I have ever had teaching online. And this is not the first time I have taught online courses] [My hour or so of instruction time on the new software was insufficient. Need to take perhaps a half-day course in a computer lab with other new instructors, and then provide everyone with a manual.] [Include a chat room with this package. Include spell checker.] [Your chatroom tended to half accept a student's log-in and then freeze the student out; your chatroom also tended to fail to scroll; your student roster should have a mail to all button; your library needs to be improved so that submitting a piece does not require two or three check boxes. Failure to hit a single check box should not cause a piece to be lost.] [Improve resourses, such as virtual library,] [1. Maybe it was me missing some of the training, but I had real trouble getting students to interact on the forum. 2. Students complained about too much work to do, although I tried to keep this from being burdensome. They apparently equated an online course with minimal work, rather than work at their own pace. 3. Provide managment module for instructors (assignment markup mode, secure grade reporting to students over web, etc) 4. Internet access times were often very slow, especially early in the semester. Perhaps have a "reader" program that could reside on one's computer that will provide the instructor with a way of checking the appearance of their material prior to uploading it onto the web. This would save time by allowing the instructor to only upload material that had been proofed on the desktop rather than waiting to access page, submitting information and then reaccessing to check for errors.] [KCVU has no influence on how my course went since only WKU students signed up for my developmental class.] [Money spent locally--out here, not in Frankfort. Practice what is preached about decentralized education.] [More software available to do multimedia presentations. Additional training in some of that or a workshop to develop things directly for the course. My students like the voice overs on the power points according to their comments. I think some illustrations would have aided their comprehension somewhat.] [I obviously feel really ambiguous about the whole deal. It is exciting to be in on the wave of the future and stuff and some people really need this, but it is exploitative of me.] [The extra time and work required for course development and for the day-to-day problem solving required of the instructor deserve some sort of reward, if not in terms of money, then through load reduction. I received a stipend, which I appreciated, but if that practice disappears, few will commit to the work necessary to high quality instruction.] [Response time of the KCVU server made the system unusable. I linked all of my courses back to my web page at Murray State.] [Its is my opinon that the weakest link at this time is in the chat facility. Although the Blackboard chat facility is very easy to use by both students and instructors, we need a more advanced system. A good model would be NetMeeting with the addition of voice conferencing with students. Sometimes when teaching technical subjects, a few words of voice conversation with the students during chat sessions could clear up concepts which require long text responses. I am aware with some of the technical limitations involved with voice chats. However, if we can send men to the moon, surely we can come up with good interactive chat systems.] [Letter students receive after registering for course should MORE clearly instruct students to CONTACT instructor ASAP to BEGIN course.] [Remember that my

answers to questions 6-11, concerning the "Tools" used in my course, are specific to Blackboard CourseInfo (as listed in question 4). I have no opinions of the tools in Eduprise Tool Suite (except that the interface is far too complicated).] [I was lucky to have great tech support, administrative support, departmental, & colleague support. W/out Allan, Beth, Linda (my dept head), & Sally--as well as supportive colleagues who were also struggling w/ online courses for the first time--I would have found this experience much less pleasant.] [Just have permission to teach more!!!!] [Add an on-line gradebook for students to access. I'd much prefer to use and keep that up to date. Improve the threaded discussion area--takes too long to get into each of the threads. The instructor "HELP" is deficient. Needs to be updated.] [(1) Collect student e-mail accounts while registering the students for the class, and then forward these addresses to the instructor. This would GREATLY facilitate my initial interaction with the students and put the student and I on a good start; (2) I had a number of problems with my KCTCS e-mail account. It kept telling me that it was inadequate to open or to send the amount of materials that I needed to send for the course to my students. It needs to be expanded to where it can handle at least 25 student portfolios [@ 20 pages - 50 pages each]; and (3) I'd like to know what type of technical support is available for the instructors or the students if one or more of us is experiencing during the time frame of the course? Who should we contact? What type of support are they capable of providing? How long will we have to wait before getting an answer to our questions?; (4) If instructors are going to be expected to teach courses online, they need more and better training on how to use all the tools and "gizmos" on these various sites. An instructor cannot deliver their best effort if they are completely unfamiliar with many of the various parts/tools on the course site. These are just a few suggestions that would go A LONG way in helping me to improve the quality of service that I provide for my students.]

List All Surveys

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